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ABSTRACT

This is an evaluation of a Title VII Bilingual/Bicultural Education Program conducted in New York City in 1979-1980. Bilingual education was offered to Spanish, Greek, and Italian speaking students. The evaluation describes the features of the program and its goals for both English and Non English speaking students, and briefly outlines instructional methodology and materials. A statistical evaluation of the program, which includes a discussion of its methodology, presents pre- and post-test scores in Spanish and English language ability for students in grades Kindergarten through 8. (APM)

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COMMUNITY SCHOOL DISTRICT 24

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FINAL EVALUATION REPORT

1979-80 ESEA Title VII

BILINGUAL/BICULTURAL EDUCATION PROGRAM

COMMUNITY SCHOOL DISTRICT 24, QUEENS

FUNDED UNDER THE BILINGUAL EDUCATION ACT

TITLE VII OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

AS AMENDED BY PUBLIC LAW 93-380 (20 U.S.C. 880b-880b-13

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Final Evaluation Report

Community School District 24

ESEA Title VII Bilingual/Bicultural Education Program 1979/80

I. Program Description/Goals

District 24's philosophy for bilingual education is based on the fundamental tenet that a student living in a society where language and culture differ from his or her own must be equipped to participate meaningfully in the mainstream of that poverty. The program is designed to use available language skills to foster academic development - it is intended to diagnose and treat reading disabilities.

Our philosophy of bilingual education may be translated into the following district goals with respect to bilingual and bicultural education.

Goals For Non English Speaking Children

1. To enable children who participate in the program to function comparably with English dominant children.
2. To provide children with basic concepts and language skills needed for beginning reading in the native language and reading.
3. To enable children to become functional bilinguals through the strengthening of the native language through the development of strong oral and literacy skills in English and the native language.

4. To provide for and foster positive self image through a knowledge of their own language and culture through experiences to include music, art, celebration of holidays, foods, dance and social studies project.
5. To retard academic failure through a positive orientation towards school and learning.

Goals For English Speaking Children

1. To learn to speak, read and write in a second language (i.e.) Spanish, Italian, Greek.
2. To learn to value the contribution of other cultures.

II. Target Population

The program was initially designed to service a total of 1340 students whose native language is other than English.

SCHOOL	TO BE SERVICED	ACTUALLY SERVICED 1979-80
P.S. 12	145	145
13	175	176
14	145	145
19	145	145
81	145	145
89	200	200
143	175	175
I.S. 61	90	96
Transfiguration	120	121
	1340	1,348

III. Methodology

The primary thrust of this program was in the mastery of the English language through the diagnosis and treatment of reading disabilities by developing basic skills. (Spanish)

A. Perception Skills

1. Auditory Discrimination
2. Visual Discrimination

B. Word Recognition Skills

1. Sight Vocabulary
2. Picture Clues
3. Configuration Clues
4. Contextual Clues
5. Phonic Skills
6. Structural Analysis

C. Comprehension Skills

1. Word Meaning
2. Literal Comprehension
3. Inferential Interpretation
4. Critical Evaluation

D. Vocabulary

1. Synonyms
2. Homonyms
3. Multiple Meanings
4. Antonyms
5. Figurative Language

E. Study Skills

1. Alphabetizing
2. Parts of Books

3. Use of Reference Materials

4. Pictorial and Graphic Materials

5. Organization Skills

F. Oral Reading Skills

Development of Basic Skills (Italian)

A. Perception Skills

1. Auditory Discrimination

2. Visual Discrimination

B. Word Recognition Skills

1. Sight Vocabulary

2. Picture Clues

3. Configuration Clues

4. Contextual Clues

5. Phonic Skills

Inventory of Basic Skills (Greek)

1. Perception Skills

2. Word Recognition Skills

3. Comprehension Skills

Note - The target population pupils were serviced in classes where they comprised approximately 60% of the class. Forty-percent were English dominant pupils serviced by Tax Levy funds. Service was given to both target population and English dominant pupils (at no cost to the program).

Bilingual and bicultural information in Spanish and English at a 60%/40% ratio at P.S. 12, P.S. 14,

P.S. 19, P.S. 13, P.S. 89, P.S. 143, and I.S. 61

Bilingual and bicultural instruction in Greek and English at a 60%/40% ratio at the School of The Transfiguration.

Bilingual and bicultural instruction in Italian and English at a 60%/40% ratio at P.S. 81.

IV. Personnel

The staff for the bilingual/bicultural program consisted of 47 Tax Levied Bilingual classroom teachers, 7 ESEA Title VII Bilingual Resource Teachers and 4 ESEA Title VII Bilingual paraprofessionals as well as supplementary instruction for selected students in English as a second language supplied by ESEA Title I Program and PSEN.

Bilingual teachers, paid for by Tax Levy funds, Title VII Bilingual Resource teachers and paraprofessionals were all selected and assigned by the first week of September.

A Program Coordinator had overall responsibility for the program and acted as liaison with the school administration and personnel, as well as the program staff. ESEA Title VII provided for a bilingual secretary who maintained records, files, inventories as well as other clerical duties.

V. Bilingual Advisory Council

The Bilingual Advisory Council held monthly meetings. The agenda for the meeting included the following subjects:

Discussion of Proposals, new needs, new activities, services, progress, effects, involvement, roles and responsibilities.

The BAC was kept informed by the Director of all current bilingual programs including:

ESEA Title VII Programs

ESEA Title I and PSEN ESL Programs

Consent Decree and Lau Programs

Chapter 720 Bilingual Programs

Cooperation was enlisted in developing, improving and guiding the program. The BAC was also involved in the presentation of parades and displays celebrating various ethnic cultures. The requirement for membership was that the member had to be the parent of a child in the Bilingual program. The Bilingual Resource Teachers acted as advisors to the executive committee and the Project Director served as the District Office representative.

VI. Instructional Materials

Although the budgeted amount for materials was small for the year, materials were purchased from both Title VII and Tax Levy lines in order to adequately supply the ESEA Title VII Bilingual/Bicultural program.

Materials modification, adaptation and development through teacher evaluation and professional judgment is an ongoing process which was initiated during the first year of the

program and will continue for the duration as needed.

Bilingual materials, supplies and equipment have been accumulated and developed by the professional staff of District 24 over the previous funded years; therefore, continued funding of this program can make greater use of these materials for the benefit of the children in need of these services.

VII. Pre-Service Staff Training

Pre-service staff training for Bilingual Classroom Teachers, Bilingual Resource Teachers, Teachers of English as a Second Language and Bilingual Paraprofessionals were held during September, 1979, The workshops dealt with the status of programs and utilization of materials. The subject matter was pertinent to and designed to facilitate an efficient implementation of the Bilingual/Bicultural Program.

VIII. Monthly In-Service Staff Training

The staff in-service training sessions were held on an on-going monthly basis by the Project Director. The agendas included Administrative Matters - testing, rosters, assessments, deadlines, conferences, data forms, program responsibilities, inventories, material distribution, program requirements and Instructional Matters, discussion of status of programs, evaluation designs, identification of needs, articulation strategies, development of subject area instruction through ESL instruction, celebration of Ethnic Heritage and Culture weeks, Teacher Model Materials.

IX. Dissemination of Results

The results of the Bilingual/Bicultural evaluation are discussed at the meetings of the Bilingual Parents Advisory Committee and a copy of the report is on file at the District Office. The results of the report are also discussed in detail with the teachers, project staff, district principals and members of the Community School Board.

District-wide project information was also disseminated via the bi-monthly district newsletter written in both English and Spanish.

District produced materials have been and will continue to be sent to the Bilingual Resource Center, Regional Dissemination Centers, NYC Office of Curriculum, The State Education Department as well as to other districts in the City.

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TITLE VII STATISTICAL EVALUATION

The Title VII Bilingual Program was evaluated in the two areas of Spanish language ability and English language ability. The original intention had been to evaluate these programs using the LAB test and report the sub scores. The prupose of reporting sub scores, which are only raw scores, would be to better analyze the specific language areas in which the program demonstrated the greatest growth. Unfortunately, becuase of the loss of some records and problems due to change in administrative personnel, virtually all of the sub test scores (on a matched basis) were lost. The analysis, accordingly, is based on the LAB total percentile scores.

Methodology

The statistical analysis was limited to those students for whom matched pre and post test scores were available. The total number of students reported for each grade, therefore, is somewhat less than the number of students enrolled in the program. Data is available, however, for a substantial number of students in each grade and we found no evidence of any systematic loss of scores. Accordingly, it appears reasonable to draw judgements based upon the statistical evidence available.

Since the purpose of this report is to provide program evaluation, the grades are reported here on a district-wide basis. Data is also

available to assess the effectiveness of the program in individual schools. Since there is frequently only a single teacher in a school teaching a specific program in a specific grade, such detailed analysis effectively becomes a personnel evaluation. That detailed information, although not published, is available for the Program Director to assist him in the administration of the program.

Scores are reported for both Spanish and English test results for grades Kindergarten through eighth. In accordance with standard procedure, Kindergarten is denoted as grade thirteen. For each grade, a pre test mean score, a post test mean score, and the respective standard deviations of those scores are reported. In addition, the change or growth from pre to post test is also reported. A negative change indicates a regression in performance.

The scores reported here are percentile scores and not NCE's. Percentile scores were reported because they are more easily interpreted by the non-statistician and, based upon previous experience, this report is most used by non-statisticians.

In addition to the previously mentioned statistics, a t-test statistic has been generated. The interpretation of the t-statistic calls for reference to a standard table. As a general guideline, however, if the number of students tested is ten, a t-statistic of 2.26 is highly favorable, whereas if the number of students tested is sixty or larger, a t-statistic of only 2.00 is necessary. A second statistic provided is the correlation. Again, this statistic is of most value to the statistician. A correlation may range from 0 to 1.00. The closer the correlation is to 1, the better is the indication that the group tested showed improvement. As the cor-

relation approaches 0.00, there is more evidence that a large portion of the group either regressed or did poorly while another large portion of the group improved. Accordingly, when evaluating each grade, both the amount of percentile change and the correlation should be examined.

Finally, we remind the reader that the pre and post test scores are national percentile scores. If the student did not do better on an absolute basis (that is, obtain more correct answers) on the post test than on the pre test, the student's post test percentile would be less than the pre test percentile score. National percentiles take into consideration the student's grade and a student who is maintaining his/her relative percentile in the population would have the same pre and post test score. In interpreting the results which follow, the reader should then consider that any positive change is an indication of growth by the group and any negative change is an indication of relative loss by the group.

Findings

Examination of the statistics show that with regard to the Spanish language, the Kindergarten children did not show growth and, in fact, showed a loss of approximately 4 percentiles. Children in the first grade showed a 4 percent growth. Children in the second grade showed an approximate 3 percent loss and in the third grade an approximate 16 percent loss. This somewhat erratic pattern continued through the eighth grade with only the fifth grade showing sufficient positive change, approximately 11 percent, to be of note. The conclusion must be reached that during the 1979-80 year, there was relatively little increase in Spanish speaking ability of the children in the program.

When the results of the LAB in English are examined, somewhat different results are found. Whereas the Kindergarten students had a pre test percentile in Spanish of approximately the 63 percentile, which is substantially above average, they were only at the 10 percentile in English. It is quite understandable that the program would have stressed English for this group in an attempt to maintain a balanced bilingual environment. Indeed, Kindergarten students improved approximately 19 percent and concluded the year at the 29 percentile. This pattern is repeated in the first grade and to a lesser extent in the second grade. By the third grade, the mean pre test score of the bilingual student in English is approximately the 56 percentile and the pre and post scores remain in that general area for the third, fourth, and fifth grades.

In the sixth, seventh, and eighth grades, both the pre and post English scores are substantially lower, averaging just over the 30 percentile. This lower performance and lesser inclination to achieve growth in the English language is characteristic of the older student and has been noted in many national studies.

Summary

In summary, we regret that many statistics which we had anticipated would be available this year are not available. New and stringent procedures have been instituted to insure that this condition will no longer prevail.

Based on the information available, the program appears to be meeting most of its goals. We noted some areas of weakness and have discussed particular problems with the Program Director. The Program Director has made substantial improvements this year and within a short time the Title VII program in this district should becomes a model program.

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 13
SUBTEST TOTAL LEVEL 1

RAW SCORES N= 0			PERCENT SCORES N= 36		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	63.47	SD 23.68
POST-TEST		SD	POST-TEST	59.33	SD 18.79
CHANGE			CHANGE	-4.14	
T-STATISTIC			T-STATISTIC	-0.17	
CORRELATION			CORRELATION	0.39	

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 1
SUBTEST TOTAL LEVEL 1

RAW SCORES N= 0			PERCENT SCORES N= 21		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	61.62	SD 20.54
POST-TEST		SD	POST-TEST	65.71	SD 19.76
CHANGE			CHANGE	4.10	
T-STATISTIC			T-STATISTIC	0.21	
CORRELATION			CORRELATION	0.53	

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 2
SUBTEST TOTAL LEVEL 1

RAW SCORES N= 0

	MEAN		
PRE-TEST		SD	
POST-TEST		SD	
CHANGE			
T-STATISTIC			
CORRELATION			

PERCENT SCORES N= 57

	MEAN		
PRE-TEST	65.65	SD	25.56
POST-TEST	63.05	SD	31.07
CHANGE	-2.60		
T-STATISTIC	-0.08		
CORRELATION	0.41		

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 3
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0			PERCENT SCORES N= 81		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	73.32	SD 30.64
POST-TEST		SD	POST-TEST	57.17	SD 30.21
CHANGE			CHANGE	-16.15	
T-STATISTIC			T-STATISTIC	-0.52	
CORRELATION			CORRELATION	0.47	

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 4
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0			PERCENT SCORES N= 69		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	52.16	SD 29.25
POST-TEST		SD	POST-TEST	57.78	SD 32.82
CHANGE			CHANGE	5.62	
T-STATISTIC			T-STATISTIC	0.27	
CORRELATION			CORRELATION	0.79	

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 5
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0			PERCENT SCORES N= 83		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	62.36	SD 26.04
POST-TEST		SD	POST-TEST	73.12	SD 28.23
CHANGE			CHANGE	10.76	
T-STATISTIC			T-STATISTIC	0.63	
CORRELATION			CORRELATION	0.80	

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 6
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0			PERCENT SCORES N= 21		
	MEAN			MEAN	
PRE-TEST	SD		PRE-TEST	88.05	SD 8.31
POST-TEST	SD		POST-TEST	87.52	SD 12.72
CHANGE			CHANGE	-0.52	
T-STATISTIC			T-STATISTIC	-0.05	
CORRELATION			CORRELATION	0.51	

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 7
SUBTEST TOTAL LEVEL 3

RAW SCORES N= 0			PERCENT SCORES N= 26		
	MEAN			MEAN	
PRE-TEST	SD		PRE-TEST	80.73	SD 18.01
POST-TEST	SD		POST-TEST	84.38	SD 14.73
CHANGE			CHANGE	3.65	
T-STATISTIC			T-STATISTIC	0.37	
CORRELATION			CORRELATION	0.84	

TITLE VII BILINGUAL 1979-80 TEST LAB SP

SCHOOL ALL GRADE 8
SUBTEST TOTAL LEVEL 3

RAW SCORES N= 0			PERCENT SCORES N= 22		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	93.91	SD 5.76
POST-TEST		SD	POST-TEST	91.82	SD 10.83
CHANGE			CHANGE	-2.09	
T-STATISTIC			T-STATISTIC	-0.23	
CORRELATION			CORRELATION	0.55	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 13
SUBTEST TOTAL LEVEL 1

RAW SCORES N= 0			PERCENT SCORES N= 46		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	10.02	SD 15.88
POST-TEST		SD	POST-TEST	28.93	SD 23.63
CHANGE			CHANGE	18.91	
T-STATISTIC			T-STATISTIC	0.77	
CORRELATION			CORRELATION	0.28	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 1
SUBTEST TOTAL LEVEL 1

RAW SCORES N= 0			PERCENT SCORES N= 29		
	MEAN			MEAN	
PRE-TEST	SD		PRE-TEST	28.00	SD 26.57
POST-TEST	SD		POST-TEST	57.72	SD 26.04
CHANGE			CHANGE	29.72	
T-STATISTIC			T-STATISTIC	0.75	
CORRELATION			CORRELATION	-0.15	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 2
SUBTEST TOTAL LEVEL 1

RAW SCORES N= 0			PERCENT SCORES N= 105		
	MEAN			MEAN	
PRE-TEST	SD		PRE-TEST	46.45	SD 32.19
POST-TEST	SD		POST-TEST	70.39	SD 35.01
CHANGE			CHANGE	23.94	
T-STATISTIC			T-STATISTIC	0.93	
CORRELATION			CORRELATION	0.71	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 3
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0			PERCENT SCORES N= 142		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	55.86	SD 37.27
POST-TEST		SD	POST-TEST	50.37	SD 24.54
CHANGE			CHANGE	-5.49	
T-STATISTIC			T-STATISTIC	-0.17	
CORRELATION			CORRELATION	0.54	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 4
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0			PERCENT SCORES N= 128		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	47.23	SD 26.65
POST-TEST		SD	POST-TEST	59.01	SD 26.15
CHANGE			CHANGE	11.78	
T-STATISTIC			T-STATISTIC	0.58	
CORRELATION			CORRELATION	0.71	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 5
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0			PERCENT SCORES N= 126		
	MEAN			MEAN	
PRE-TEST	SD		PRE-TEST	44.34	SD 28.42
POST-TEST	SD		POST-TEST	57.16	SD 31.37
CHANGE			CHANGE	12.82	
T-STATISTIC			T-STATISTIC	0.61	
CORRELATION			CORRELATION	0.75	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 6
SUBTEST TOTAL LEVEL 2

RAW SCORES N= 0

	MEAN		
PRE-TEST		SD	
POST-TEST		SD	
CHANGE			
T-STATISTIC			
CORRELATION			

PERCENT SCORES N= 50

	MEAN		
PRE-TEST	27.04	SD	29.04
POST-TEST	35.08	SD	31.95
CHANGE	8.04		
T-STATISTIC	0.33		
CORRELATION	0.69		

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 7
SUBTEST TOTAL LEVEL 3

RAW SCORES N= 0			PERCENT SCORES N= 26		
	MEAN			MEAN	
PRE-TEST	SD		PRE-TEST	31.04	SD 21.93
POST-TEST	SD		POST-TEST	33.38	SD 24.41
CHANGE			CHANGE	2.35	
T-STATISTIC			T-STATISTIC	0.12	
CORRELATION			CORRELATION	0.67	

TITLE VII BILINGUAL 1979-80 TEST LAB EN

SCHOOL ALL GRADE 8
SUBTEST TOTAL LEVEL 3

RAW SCORES N= 0			PERCENT SCORES N= 24		
	MEAN			MEAN	
PRE-TEST		SD	PRE-TEST	45.00	SD 31.05
POST-TEST		SD	POST-TEST	36.67	SD 20.95
CHANGE			CHANGE	-8.33	
T-STATISTIC			T-STATISTIC	-0.41	
CORRELATION			CORRELATION	0.76	